

# TITLE I SCHOOL IMPROVEMENT UNDER NCLB FOR 2006-07

NCLB Title I, Part A, Sections 1111 and 1116

As part of the *No Child Left Behind Act of 2001* (NCLB), states must use academic assessments and other indicators to annually review the progress of each school to determine whether the school makes adequate yearly progress. This technical assistance document briefly explains Kentucky's process for identifying schools that do not make adequate yearly progress. The document also contains information about the NCLB consequences for Title I schools that do not make adequate yearly progress. This technical assistance document is intended to provide an overview of the authorizing statute and should be used in conjunction with the U.S. Department of Education policy guidance *LEA and School Improvement, Public School Choice, and Supplemental Educational Services* (revised June 2005) that may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>.

## ADEQUATE YEARLY PROGRSS (AYP)

**Adequate yearly progress (AYP)** is the measure a state uses to determine if a school is making continuous and substantial improvement.

1. A school is determined to have made adequate yearly progress (AYP) for a school year if the school and all subpopulations of sufficient size:
  - (a) Met annual measurable objectives (AM0) in reading and mathematics. The objectives are expressed as the percent of students at proficient and above in reading and mathematics. Multi-year averaging of the annual measurable objectives for reading and mathematics will be calculated and can include up to three years of data. The numbers (2) and (3) appear on the NCLB report to designate multi-year averaging of two or three years of data.
  - (b) Showed progress (i.e., met requirements) on the "other academic indicator."
    - The other academic indicator is prior year graduation rate at the high school level. A high school is considered to have demonstrated growth on the "other academic indicator" if the school shows progress on the prior year graduation rate when compared to the year before; or meets the goals set for each year by the Kentucky Board of Education.
    - The other academic indicator is the prior year CATS classification at the elementary and middle school levels. An elementary or middle school is considered to have demonstrated growth on the "other academic indicator" if the school's prior year (2004) CATS classification is any category of meets goal or progressing **or** if in assistance, growth at or above the state average for the specific grade configuration occurs. Improvement above the state average is designated on the NCLB report with the letter "i" and both school and state average values are displayed.
  - (c) Tested at least 95% of enrolled students and subpopulations of sufficient size. Multi-year averaging of the participation rate will be calculated and can include up to three years of data. The numbers (2) and (3) appear on the NCLB report to designate multi-year averaging of two or three years of data.
2. The specific subpopulations required for reporting NCLB AYP determinations are: All Students; Race and Ethnicity: White (non-Hispanic), African-American, Hispanic, and Asian; Limited English Proficiency; Economically Disadvantaged (Free/Reduced Lunch); and Students with Disabilities.
3. The following describes the number of full academic year students that must be in a group before the group is reported (the "n" count):

For Reading & Mathematics AMOs:

- (a) 10 per grade where NCLB assessments are administered; AND
- (b) 60 per these grades combined\* or 15% of the accountable students in these combined grades.

For Participation Rate:

- (a) 10 per grade where NCLB assessments are administered; AND
- (b) 60 per these grades combined.

*\*Sum of grades where KCCT reading and mathematics assessments are administered currently  
EL- 4/5, MS- 7/8, HS-10/11 and submitting alternate portfolio students at grades 4, 8 and 12.*

- 4. As a safe harbor, a school that has not met the AMO in reading or mathematics is considered to have met the AMO if the school:
  - (a) Reduced its percent of total students or subpopulation(s), that did not meet the AMO in reading or mathematics, scoring below proficient by 10%; AND
  - (b) Met the criteria for demonstrating improvement on the academic index (improve or equal 100 or more) for students in the same population or subpopulation.
- 5. Adequate yearly progress (AYP) determinations are made annually for all schools. A school that receives Title I, Part A funds is **identified for improvement** if it fails to make AYP for two (2) consecutive years in the same content area. Not meeting the requirements for the other academic indicator or participation rate impacts both reading and mathematics. It is like missing the AMOs for reading and mathematics.
- 6. A Title I school is no longer identified for improvement once it has made AYP for 2 consecutive years.

## **NCLB CONSEQUENCES FOR TITLE I SCHOOLS NOT MAKING AYP**

If a **Title I school** does not make adequate yearly progress (AYP) for two (2) consecutive years, the school is identified for improvement and continues to be identified for improvement until it has made AYP for two (2) consecutive school years. The following information outlines the consequences while a Title I school is identified for improvement. Kentucky is using the term *tier* to define the years of not making adequate yearly progress (AYP) and the NCLB consequences. **The consequences continue until the Title I school has made AYP for two (2) consecutive years.**

**Tier 1 of Consequences** = 2 consecutive years of not making AYP. Tier 1 includes the following:

- **Parent Notification** – The district must notify parents of all students in a Title I school that has not made AYP 2 consecutive years with the reasons the school is identified and what is being done to address the problem of low achievement. Parents must be notified **annually** of the progress made by the school.
- **Student Transfer Option (School Choice)** – The district must annually notify parents of **all** students in the identified Title I school of the option to transfer to another public school.
- **District Technical Assistance** – The district must provide on-going technical assistance as the identified Title I school develops and implements revisions in the comprehensive school improvement plan.
- **Revised Comprehensive School Improvement Plan** – The identified Title I school must revise its comprehensive improvement plan to address academic issues that caused the school to be identified.

- **Funds for Professional Development** – The identified Title I school must annually spend at least 10% of the Title I school allocation on professional development.

**Tier 2 of Consequences** = 3 years of not making AYP. Tier 2 includes all of the consequences listed in Tier 1 and the following:

- **Supplemental Educational Services** – The district must annually notify parents and implement supplemental educational services for eligible students in a Title I school that has not made AYP for 3 years.

**Tier 3 of Consequences** = 4 years of not making AYP. Tier 3 includes all of the consequences listed in Tier 1 and Tier 2 and the following:

- **Corrective Action** – The district must take annually corrective action toward a Title I school that has not made AYP for 4 years.

**Tier 4 of Consequences** = 5 years of not making AYP. Tier 4 includes all of the consequences listed in Tier 1, Tier 2 and Tier 3 and the following:

- **Plan for Restructuring** – The district must write a plan for alternative governance for a Title I school that has not made AYP for 5 years.

**Tier 5 of Consequences** = 6 years of not making AYP. Tier 5 includes all of the consequences listed in Tier 1, Tier 2, Tier 3, Tier 4 and the following:

- **Implement Restructuring (Alternative Governance)** – The district must implement the plan for alternative governance for a Title I school that has not made AYP for 6 years.

## **TITLE I SCHOOL IMPROVEMENT**

### **District Responsibilities for a Title I School in Tier 1 Consequences**

The district should ensure that all schools understand the components of adequate yearly progress and assist schools in interpreting the NCLB federal accountability report. The district should keep the school informed throughout the improvement process, including information about school choice and supplemental educational services. The district may facilitate planning for public school choice before assessment results are available. For example, transportation and communication plans may be developed before implementation is required. When one of its Title I schools is identified for improvement (Tier 1), the district must:

1. Ensure that parents are notified **annually** regarding identification for improvement.
2. Ensure that public school choice is **annually** provided for children whose parents wish to transfer them from the Title I school identified for improvement.
3. Ensure that the identified school **annually** receives technical assistance, both during the revision of its comprehensive school improvement plan and throughout the plan's implementation.

### **Notification to Parents**

Meaningful parental involvement is one of the cornerstones of reform contained in the *No Child Left Behind Act*. It is essential that the district and school communicate with parents throughout the school improvement process and welcome them as key partners in addressing the academic issues that led to the school being identified for improvement. Information to parents must be in an understandable and uniform format. It must also, to the extent practical, be in a language the parents can understand. The initial notification to parents must include the following, and parents must be notified **annually** of the progress made by the school:

1. Explanation of what the identification means and how the school compares in terms of academic achievement to other schools served by Title I in the district and in Kentucky.

2. Reason(s) for the school being identified for improvement.
3. Explanation of what the school is doing to address the problem of low achievement.
4. Explanation of what the district is doing to help the school address the achievement problem.
5. Explanation of how the parents can become involved in addressing the academic issues that led to identification.
6. Explanation of the parents' options to transfer their child to another public school that is not identified for improvement.

### **Student Transfer Option (Public School Choice)**

The district is required to **annually** offer **all** students enrolled in a Tier 1 school the option to transfer to another public school in the school district that has not been identified for improvement. The school of choice does not have to receive Title I services as long as it is **not** identified for improvement. A school that has not made AYP for two or more years is "identified as in improvement". While the consequences do not apply to non-Title I schools, a non-Title I school is still identified as in improvement and cannot be a school of choice. The district must provide an explanation of the choice option **to all parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring**. This notification must be in a comprehensive, easy-to-understand format and, to the extent practical, in a language the parents can understand. At a minimum, this notification must:

1. Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement.
2. Identify each public school that the parent can select.
3. Include information on the academic achievement of the schools that the parent may select. The notification may include other information, such as a description of special academic programs, facilities, before-or-after school programs, the professional qualifications of teachers in the core academic subjects or parent involvement opportunities.

There may be very limited circumstances under which the option to transfer may not be possible, particularly in some sparsely populated areas. For example, a district with only one school at a particular grade level, or a district in which all schools at a grade level are identified for improvement, will not be able to offer the option to transfer to another public school in the district. In such cases, to the extent practical, the district must enter into cooperative agreements with other nearby school districts to permit transfers. **If an agreement cannot be arranged, the district should include an explanation in the notification to parents of why choice is not available.** In circumstances where the option to transfer is not possible, the district may offer supplemental educational services (SES) during the school's first year of improvement.

As soon as the Title I school is identified for improvement, the district must immediately notify all parents of the school choice option. The district must make choice available for students the first day of the school year. The notification must provide parents with enough relevant information to help them decide what school is best for their child.

The district must give **all** students in the identified school the opportunity to transfer to another public school. In implementing the option to transfer, there may be circumstances in which the district needs to give priority to the lowest-achieving children from low-income families. For example, if not all students can attend their first choice of schools, the district would give priority in assigning spaces to the low-achieving low-income students. If the district does not have sufficient funding to provide transportation to all students who wish to transfer, it would apply

this priority in determining which students would receive transportation. The district must determine low-income using the same data that it uses in allocating Title I funds to schools. Usually low-income is based on free and reduced meal data. The district has flexibility in determining which students from low-income families are lowest achieving. Students from low-income families might be rank-ordered based on their achievement levels (determined by using objective educational measures).

The district must offer more than one choice to students attending an identified school if there is more than one school in the district that is not identified for improvement. **Every student enrolled in a Title I school in improvement who wishes to transfer to a school that is not in need of improvement must have that opportunity.** The district may **not** use lack of capacity to deny students the option to transfer but may take capacity into consideration in deciding which choices to make available to students in the identified school. The district may consider the following to create capacity in schools to receive additional students:

- Reconfigure, as new classrooms, space in receiving schools that is currently not being used for instruction;
- Expand space in receiving schools, such as by reallocating portable classrooms within the district;
- Redraw the district's attendance zones, if insufficient capacity is available within the existing zones within which students would ordinarily select schools;
- Create satellite divisions of receiving schools, that is, classrooms that are under the supervision of the receiving school principal and whose teachers are part of the school faculty but that exist in neighboring buildings;
- Create new, distinct schools, with separate faculty, within the physical sites of schools identified for improvement;
- Develop distance learning programs, or entering into cooperative agreements with "virtual schools";
- Reshape long-range capital construction and renovation plans in order to ensure that schools that are likely to receive new students have additional space;
- Modify either the school calendar or the school day, such as through "shift" or "track" scheduling, in order to expand capacity;
- Ease capacity by initiating inter-district choice programs with neighboring districts.

Students planning to enter a school for the first time, such as entering kindergartners, or students moving from elementary to middle school, or those who have just moved into the school attendance area served by a Title I school, should have the same opportunity to exercise choice as students previously enrolled in a school.

A district may give students enrolled in Tier 1 schools the opportunity to obtain supplemental educational services, so long as they also offer those students the opportunity to change schools. Because the law requires the provision of choice (but not supplemental educational services) to all students in a Tier 1 school, all students who want to change schools must be able to do so, and their transportation needs must be met (subject to the 20 percent limit) before any of these students are given supplemental educational services.

If a district is subject to a desegregation plan, whether that plan is voluntary, court-ordered, or required by a federal or state administrative agency, the district is not exempt from offering students the option to transfer.

The district may set timelines for parents to make their decision on choice. The district must set a reasonable deadline by which parents must apply and ensure that the parents have a sufficient time and information to make an informed decision about selecting a school. The district should ensure that policies for receiving choice-related communications from parents do not impede parents' opportunities to exercise choice options. Parents should be able to

communicate their choices in a variety of ways, including by standard mail, email or fax. The district should confirm with parents that it has received their communication regarding choice.

The district makes the final decision on the school each eligible child will attend. The district must take parent's preferences into consideration in making the decision. The district might allow parents to rank-order their preference among the schools that are available to receive transfer students. Once the district has made its decision, parents must have the option to decline the opportunity to move their child to the new school.

The district may use Title I funds as well as other federal, state, local and private resources to pay for transportation for school choice required as part of the school improvement process. The district must offer choice to all students in an identified Title I school until the school has made AYP for 2 consecutive years and is no longer identified for improvement. The district must provide transportation for those students choosing the option to transfer while the school is identified for improvement. The district must permit the student to remain in the new school until he or she has completed the highest grade in the school. However, the district is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for improvement.

### **District Technical Assistance**

The district must provide technical assistance to the Title I school(s) identified for improvement. The technical assistance must be provided as the school revises and implements its comprehensive school improvement plan. Technical assistance is practical advice that addresses specific areas for improvement. The technical assistance may be provided by the district, the Kentucky Department of Education, an institution of higher education, a private not-for-profit organization or a for-profit organization, an education service agency or another entity with experience in helping schools improve academic achievement. The technical assistance must include:

1. Assistance in analyzing data from CATS and examples of student work to identify and to address problems in instruction and problems, if any, in implementing Title I parental involvement requirements and to address solutions to the identified problems.
2. Assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically-based research and that have been proven effective in addressing the specific instructional issues that caused the school to be identified for improvement.
3. Assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status.

It is crucial that the district align its assistance with the comprehensive improvement plan being revised by the school. The revisions in the improvement plan and the district assistance should be based on a close analysis of the school's demographic and achievement data, such as subpopulation performance and a comprehensive needs assessment that identifies both strengths and weaknesses. This close analysis will enable the district to target more accurately available resources to address identified deficiencies. The goals, objectives, and actions that result from the comprehensive analysis must realistically address the school's needs and systematically move it toward improvement.

### **School Responsibilities for a Title I School in Tier 1 Consequences**

The process of school improvement begins with the school revising its comprehensive improvement plan to address the academic issues that caused it to be identified for improvement.

## **Revision of Comprehensive School Improvement Plan**

A Title I school identified for Tier 1 consequences must revise its comprehensive improvement plan. The purpose of the plan is to improve the quality of teaching and learning in the school. The school must revise its plan in consultation with parents, school staff, district staff, and outside specialists. If applicable, the school council should consider the recommendations of the scholastic audit, review, or self-study and decide how to amend the plan in light of the scholastic findings. The revised plan must:

1. Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for improvement and may include a strategy for the implementation of a comprehensive school reform model.
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency) enrolled in the school will meet the proficient level of achievement by 2014 as measured by CATS.
3. Provide an assurance that the school will spend at least 10% of its Title I school allocation for professional development that directly addresses academic achievement and specify how the professional development funds will be used to remove the school from its improvement status.
4. Incorporate, as appropriate, activities before school, after school, during the summer and during any extension of the school year.
5. Establish specific annual, measurable objectives for continuous and substantial progress of each group of students that will ensure that all groups of students meet the proficient level of achievement by 2014 as measured by CATS.
6. Include strategies to promote effective parental involvement, engage parents as partners with teachers in educating their children, and involve parents in meaningful decision-making at the school.
7. Incorporate a teacher-mentoring program that teams up novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement.

## **Peer Review of School Plan**

The revisions to the school's plan must be completed no later than three months after the school has been identified for improvement. This timeline allows the school to analyze data from the NCLB reports available in August and the CATS data available in September. The district must establish a peer review process for the revised school comprehensive improvement plan within 45 days of its submission. Peer reviewers should include teachers and administrators from schools or districts similar to the one in improvement but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the quality of the plan and make suggestions. The peer review may include the following guiding questions:

1. What does the data say about our school?
2. What do we tackle first (priority needs)?
3. What do we have in place to address the priority needs?
4. What else do we need?

Once the peer review has been completed, the district must work with the school to make any necessary changes and must approve the plan as soon as it satisfactorily meets the requirements. The school must begin implementing the revised plan as soon as the district approves the plan. The plan must be implemented and reviewed throughout the time the school is identified for improvement.

### **Funds for Professional Development at the School Level**

The identified school must spend at least **10% of its Title I, Part A school allocation** for professional development for **each fiscal year** that the school is in school improvement status. The district should set a 12 month timeline for identified schools to expend the funds and monitor the expenditure of the funds. The funds should address needs identified in the school plan and impact instruction during the year the school is identified for improvement. The funds must be used to provide the teachers, paraprofessionals, and principals high-quality professional development that:

1. Directly addresses the academic achievement problem that caused the school to be identified for school improvement. In most cases, the professional development will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development would be training teachers to analyze classroom and school-level data and use it to inform their instruction.
2. Meets the requirements for highly qualified teachers and paraprofessionals. The academic success of students correlates highly with the qualifications and skills of their teachers.
3. Is provided in a manner that affords increased opportunity for participating in the professional development.

### **District Responsibilities for a Title I School in Tier 2 Consequences**

The district must continue all of the consequences in Tier 1. **Parents must be notified annually of the progress made by the school.** In addition to the consequences in Tier 1, the district must make supplemental educational services available for low-income students attending a school that does not make AYP after one year of school improvement (3 years of not making AYP). Parents of eligible students may continue to choose the option to transfer **or** may choose supplemental services.

### **Supplemental Educational Services**

Supplemental educational services (SES) provide extra academic assistance for **low-income** students attending a school identified for Tier 2 consequences. The purpose of these services is to ensure that the students increase their academic achievement, particularly in reading, language arts and mathematics. These academic services may include assistance such as tutoring, remediation, and academic intervention. Instruction must take place outside the regular school day, such as before or after school, on weekends, or during the summer. Supplemental educational services must be of high quality, research based and specifically designed to increase student academic achievement.

**Providers** may be nonprofit entities, for-profit entities, districts (that are not in Title I school improvement), public schools (that are not in Title I school improvement), private schools, after-school centers, cooperative educational service agencies, institutions of higher education, private businesses, and community-based/faith-based organizations. Providers must be approved by the Kentucky Department of Education. Parents select supplemental service providers from the state-approved provider list. A district approved as a provider must cease



offering its supplemental educational services if it becomes identified for improvement. The services should cease as soon as possible but no later than the end of the semester.

**Eligible children** are those children from low-income families attending Title I schools identified for Tier 2 consequences. In most districts in Kentucky, low-income is based on eligibility for free/reduced meals. In circumstances where more students request services than the district can fund, the district must place a priority on serving those low-income students who are the lowest achieving. In this situation, the district should use objective criteria to determine the lowest-achieving students. For example, the district may focus services on the lowest-achieving eligible students in the subject area that caused the school to be identified for improvement. The services should be tailored to meet the instructional needs of eligible students to increase their academic achievement and help them attain proficiency in meeting the state's achievement standards.

**Parents** of eligible children in a Tier 2 school need to be informed of both options: transferring to another public school or receiving supplemental educational services. Both options need to be discussed in the notification to parents so that parents may make an informed decision. Supplemental services should begin as soon parents have had the opportunity to make an informed decision about the selection of a provider.

**State responsibilities** focus on ensuring that eligible students receive additional academic assistance. Specifically, the Kentucky Department of Education:

1. Provides information for districts to identify schools for which supplemental educational services are required.
2. Develops and applies objective criteria to potential providers that are based on a demonstrated record of effectiveness in increasing academic proficiency.
3. Maintains a list of approved providers across the state, by school district, from which parents may select providers.
4. Promotes maximum participation by SES providers to ensure that parents have as many choices as possible.
5. Monitors the quality and effectiveness of the services offered by approved providers and monitors districts to ensure that they are implementing SES requirements.

**District responsibilities** focus on notifying parents about the availability of supplemental educational services, arranging for the services to be provided and monitoring the services for the purpose of improving academic achievement. Specifically, the district:

1. Notifies parents of the supplemental educational services option. The district should work to ensure that parents have comprehensive, easy-to-understand information about supplemental educational services. To the extent possible, communications must also be in a language parents can understand. The district may establish a reasonable deadline by which parents must request services. In establishing this timeframe, the district must ensure that the parents have sufficient time and information to make an informed decision about requesting supplemental educational services and selecting a provider. The notification must occur at least annually and must include:
  - Availability of the supplemental educational services and
  - List of approved providers whose services are available with a brief description of the provider's services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider. The list of approved providers is available on the KY Department of Education website. The list is available as a spreadsheet so that the district may shorten the list to providers able to serve the geographical area.

2. Helps parents choose a provider from the state approved list, if requested. Parents choose the supplemental educational service provider for their children from among the providers approved by the state.
3. Coordinates with the identified school to formulate procedures and process for provider meetings, parent education, provider reporting, and goal-setting sessions.
4. Plans budgetary needs for eligible students who choose to receive the services. The district may use Title I funds as well as other federal, state, local and private resources to pay for supplemental educational services required as part of the school improvement process. The per-child cost for supplemental educational services must be the lesser of the actual cost of the services or the per-child allocation of Title I funds to the district. The per-child allocation is determined by dividing the district's Title I, Part A allocation by the number of children from families below the poverty line (based on Census poverty data, not federal school lunch data) in the district. This cap applies to the cost of instructional services only. The district may incur additional per-child costs related to the administration of supplemental educational services, transportation of students to a provider or appropriate accommodations for students with disabilities. The district may provide transportation to service providers but is not required to do so. Transportation costs to service providers may not be counted toward satisfying the district's obligation to spend up to an amount equal to 20 percent of its Title I, Part A allocation on choice-related transportation and supplemental educational services.
5. Agrees, along with the parents and provider, on "achievement goals" for the student; **and** enters into an agreement with a provider selected by parents.
6. Arranges with the providers for district facility use dependent upon district/school policy.
7. Disburses payments to the providers upon receipt of the required participation documentation.
8. Provides the information the KY Department of Education needs to monitor the quality and effectiveness of the services offered by providers.
9. Protects the privacy of students who receive supplemental educational services.

The district may provide additional information to parents, as appropriate. However, any additional information in a notice should be balanced and should not attempt to dissuade parents from exercising their option to obtain supplemental educational services for their child. The district might also want to consider multiple avenues for providing *general* information about supplemental educational services, including newspapers, Internet, or notices mailed or sent to homes. Districts that are most effective in reaching eligible families are those that provide information to parents through various means, including less traditional forms of communication, such as radio and TV ads, and notices at venues that parents may frequent, such as movie theaters, shopping malls, beauty parlors, and places of worship. In providing this information, the district must take care that it does not disclose to the public the identity of any student eligible for supplemental educational services without the written permission of the parent.

The district should make its supplemental educational services enrollment form easily available for parents to access and should widely distribute the form. For example, the district could post the form on its website and mail the form home to parents, as well as leave copies of the form at the schools that have students eligible for supplemental educational services and at other district offices and sites where parents may go. Additionally, the district should not restrict the distribution of enrollment forms (including the photocopying of forms) by non-district individuals. Finally, the district should ensure that there is an open, adequate, and reasonable process for parents to submit application forms.

There are several ways in which the district may ensure that information on potential program providers is made available to parents of eligible students. Here are some suggestions:

1. Include a parental consent line on the supplemental educational services application form, so that parents can provide consent to share information with providers at the same time that they express their interest in receiving services.
2. Ask providers to give the district stamped envelopes containing information about the program to be mailed by the district to parents of eligible students. Before doing so, the district could let the provider know *how many* students are eligible, but not the names.
3. Hold an “open house” or “provider fair” and invite parents to come meet with providers about their supplemental educational service programs.
4. Provide information about providers to parents in school newsletters.
5. Leave information about each provider at identified schools for parents to review when they visit the school. Many providers have brochures and promotional materials that can be left at school sites for parents to read.

**Provider responsibilities** include being approved by the Kentucky Department of Education to provide supplemental educational services. Specifically, providers:

1. Demonstrate effectiveness in improving academic achievement of children.
2. Document that the instructional practices used are of high quality, are based on appropriate research, and include the Kentucky content standards.
3. Have evidence that the provider is financially sound.
4. Ensure that they will utilize curriculum and other components of design as submitted to the state. A provider cannot change the curriculum/program design from that which was approved by the Kentucky Department of Education.
5. Have a plan for instruction in the areas of reading, language arts, and/or mathematics built upon initial assessment/academic evaluation of each student’s skills in one or more of these subjects.
6. Provide services under only one company name in individual schools or districts to allow for clear choices for parents.

Once parents select a provider for their child, the provider enters into an agreement with the district that includes the following:

1. Specific achievement goals for the student that are developed in consultation with the student’s parents.
2. Description of how the student’s progress will be measured and how the student’s parents and teachers will be regularly informed of that progress.
3. Timetable for improving the student’s achievement that, in the case of a student with disabilities, must be consistent with the student’s individualized education program under section 614(d) of the Individuals with Disabilities Education Act and in the case of a student covered under Section 504, must be consistent with the provision of an appropriate education under Section 504.
4. Provision for services on a regular basis for the duration of the contract and submission of attendance and tracking data in a timely manner to the district.
5. Provision for termination of the agreement if the provider fails to meet the student’s specific achievement goals and the timetable for meeting the goals.

6. Provisions governing payment for the services by the district that may include provisions addressing missed sessions.
7. Provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents.
8. Assurance that supplemental educational services will be provided consistent with applicable health, safety and civil rights laws.

The district may **not** impose requirements that relate to whether a provider has an effective educational program; doing so would undermine the State's authority to establish standards for approval of providers as having effective programs and to determine which providers meet those standards. For example, the district may not require that providers offer a certain number of hours of services to receive the statutory per-pupil amount for services, that providers employ only State-certified teachers as tutors, or that providers' programs have certain student-teacher ratios. These types of requirements may create a "one-size-fits-all" model of services that does not effectively take into consideration the varied needs of students and undermines parents' opportunity to select the most appropriate provider and services for their child. This type of intervention by the district in program design is not provided for in the statute or regulations. Under no circumstances should the district refuse to offer as an option to parents any provider on the State-approved list because of program design concerns.

The district may use the agreement (contract) available in the *Supplemental Educational Services Toolkit* on the Kentucky Department of Education website. A district that is an approved provider and is selected by a parent must prepare an agreement that contains the information listed. Although the district is not formally entering into an agreement with itself as the provider, the information is necessary so that parents know the achievement goals for the student, how progress will be measured and the timetable for improving the student's achievement. If the district fails to meet the student's progress goals, the parent should be able to request services from another provider.

**Parents** are to be active participants in the supplemental educational services program. Parents of students who participate in supplemental educational services are expected to:

1. Return the provider selection form.
2. Work with the provider and the district representative to identify specific academic achievement goals for the student.
3. Ensure that their child receives services by monitoring their child's attendance and progress.
4. Inform provider and district if their child no longer intends to participate.
5. Receive (along with the school) information about their child's progress.

The provider must continue to provide supplemental educational services to students who are receiving the services until the end of the school year in which the services were first received. However, the sufficiency of funds and the intensity of services selected (such as the number of sessions per week) may limit the availability of services to a shorter period of time. In such case, the parent should be made aware of the anticipated duration of services and agree to it. Supplemental educational services must be provided until the school has made AYP for 2 consecutive years and is no longer identified for improvement.

## **School Responsibilities for a Title I School in Tier 2 Consequences**

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.

2. Spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development. The district should set a 12 month timeline for identified schools to expend the funds and monitor the expenditure of the funds.

### **District Responsibilities for a Title I School in Tier 3 Consequences**

The district must continue all of the consequences in Tier 1 and Tier 2. **Parents must be notified annually of the progress made by the school.** In addition to the consequences in Tier 1 and Tier 2, the district must take **corrective action** toward a Title I school if it fails to make AYP after two (2) years of improvement (4 years of not making AYP). Corrective action is a significant intervention in a school that is designed to remedy the school's persistent inability to make AYP. Actions must be consistent with state law. If a Title I schools fails to make AYP after two (2) years of improvement, the district must take at **least one** of the following actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve the academic achievement of low-performing students.
2. Institute and implement a new curriculum and provide appropriate professional development to support its implementation.
3. Extend the length of the school day or year.
4. Replace school staff relevant to the improvement.
5. Significantly decrease management authority in the school.
6. Appoint an outside expert to advise the school how to revise and strengthen the improvement plan and how to address the specific issues underlying the school's continued inability to make AYP.
7. Restructure the internal organization of the school.

The district must publish and disseminate information regarding any corrective action taken at a school to the public and to the parents of each student enrolled in the school in an understandable and uniform format. The information should, to the extent practical, be provided in a language that the parents can understand. The information may be disseminated through such means as the Internet, the media and public agencies.

### **School Responsibilities for a Title I School in Tier 3 Consequences**

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.
2. Spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development. The district should set a 12 month timeline for identified schools to expend the funds and monitor the expenditure of the funds.

### **District Responsibilities for a Title I School in Tier 4/ 5 Consequences**

The district must continue all of the consequences in Tier 1, Tier 2, Tier 3. **Parents must be notified annually of the progress made by the school.** In addition to the consequences in Tier 1, Tier 2, and Tier 3, the district must **develop** a restructuring plan for a Title I school if it fails to make AYP after one year of corrective action (5 years of not making AYP). In restructuring the district undertakes a major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance. The purpose of restructuring is to improve student academic achievement and enable the school to make AYP.

Any alternative governance arrangements for the school must be consistent with state law. When a district identifies a school for restructuring, it must:

1. Provide both parents and teachers with prompt notice of the decision.
2. Provide both groups with the opportunity to comment on the decision before it takes any restructuring action.
3. Invite both teachers and parents to participate in the development of the school's restructuring plan.

The district must prepare a plan and make necessary arrangements to carry out alternative governance arrangements for the school consistent with state law. If the school fails to make AYP after 2 years of corrective action (6 years of not making AYP), the district must then **implement** the restructuring plan. The plan must include one of the following alternative governance:

1. Reopening the school as a public charter school.
2. Replacing all or most of the school staff (including the principal) that are relevant to the failure to make adequate yearly progress.
3. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
4. Turning the operation of a school over to the state educational agency if permitted under state law and agreed to by the state.
5. Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

### **School Responsibilities for a Title I School in Tier 4/ 5 Consequences**

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to:

1. Review and implement the revisions in its comprehensive improvement plan.
2. Spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development. The district should set a 12 month timeline for identified schools to expend the funds and monitor the expenditure of the funds.

### **Financial Requirements for School Choice and Supplemental Educational Services (SES) for 2006-07**

The district must annually use **up to** an amount **equal to** 20% of its Title I, part A allocation to cover choice-related transportation costs and for supplemental educational services. Within the 20 percent, the district must spend (if needed):

1. An amount equal to 5 percent for choice-related transportation.
2. An amount equal to 5 percent for supplemental educational services.
3. An amount equal to 10 percent for choice-related transportation or supplemental educational services or both, as the district determines.

The phrase "an amount equal to" means that the funds required to pay the costs of choice-related transportation and supplemental services need not come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds;

regular Title I, Part A funds; Title V, Part A funds; Rural and Low-Income Schools or Small Rural School Achievement funds; and state/local funds may be used.

Additionally, the district may use funds transferred to Title I, Part A from other federal education programs to pay such costs. Programs eligible for transfers include Title II, Part A Improving Teacher Quality Grants; Title II, Part D Educational Technology Grants; Title IV, Part A Safe and Drug-Free Schools and Communities Grants; and Title V, Part A Innovative Program Grants. A district not identified for improvement under Title I may **transfer up to 50 percent** of each fiscal year's funds for the applicable programs. A district identified for improvement under Title I may **transfer up to 30 percent** of each fiscal year's funds for the applicable programs. When a district is identified for improvement, transferred funds must be used for district improvement activities. A district identified for corrective action may **not** transfer funds from one program to another.

The 20 percent must be applied to the total Title I, Part A allocation including any transferred funds. The 20 percent must be calculated before the district takes any reservations "off the top" of its Title I, Part A allocation for administrative costs, parent involvement, private school equitable participation, or other purposes.

Some districts, in a given year, will not be required to provide supplemental educational services because they have no schools identified for Tier 2 consequences. In this situation, the district must spend the equivalent of 20 percent of the Title I, Part A allocation on choice-related transportation or a lesser amount that satisfies all of the demand from the parents of students attending identified schools. The same is true for supplemental educational services if the district has schools identified for Tier 2 consequences but no funds are spent on choice-related transportation. Actual expenditures will depend on factors such as the number of students exercising the choice option or receiving supplemental educational services and the costs of satisfying these requests.

The district may count the portion of its transportation budget used to provide choice toward the school choice expenditure requirement. The portion counted toward the expenditure requirement is the cost that the district incurs in transporting students who meet the following criteria:

1. The students' "home" Title I school has been identified for improvement;
2. The students have chosen the option to transfer to another school under the Title I school choice option; and
3. The students are using district transportation to attend the selected school.

The district calculates the amount of its transportation budget that it counts for school choice by determining the portion of children transported who meet the criteria listed above. For example, if 10% of the district's students who receive transportation meet the criteria, the district could count 10% of its transportation budget toward the expenditure requirement. The district should maintain clear records on how the calculation was done.

A district should provide full opportunity for eligible students to change schools (and receive transportation) and to receive supplemental educational services before determining that a lesser amount of funding (that is, an amount less than 20 percent of its allocation) for these two activities is needed. Before determining that an amount less than 20 percent of its allocation is needed for choice-related transportation and supplemental educational services, the district should be able to document that it has fully met demands for these services. The district should consider whether it has:

- Appropriately notified all eligible parents of the availability of public school choice and supplemental educational services;
- Adequately publicized the options to parents in understandable formats and multiple forums; and

- Offered parents a reasonable period of time to investigate their options and submit their requests for either public school choice or supplemental educational services.

Because spending requirements for choice-related transportation and supplemental educational services are calculated on the basis of the district's annual Title I, Part A allocation, **actual costs must be linked to the fiscal year of the allocation.** Spending requirements continue until the identified school has made AYP for 2 consecutive years.

The chart contains the following:

- Column A – All districts are listed. **The amounts shown in Column C and Column E apply only to districts with schools identified for improvement (Tier 1 and Tier 2), corrective action (Tier 3), or restructuring (Tier 4 and Tier 5).**
- Column B – The final Title I, Part A allocation for each district is used for calculating the 20% for school choice and SES and for calculating the maximum per-child expenditure for SES.
- Column C – The maximum required for school choice (transportation for the option to transfer) and supplemental educational services (SES) is 20% of the district's Title I allocation.
- Column D – The number of poverty children from the U.S. Census is used to determine the maximum per-child expenditure for SES.
- Column E – The maximum per-child expenditure for SES is calculated by dividing the district Title I allocation by the number of census poverty children. The district must pay the lesser of the actual cost of SES or the amount listed in Column E.

<b>Financial Requirements for School Choice and Supplemental Educational Services (SES) 2006-07</b>				
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>
<b>District</b>	<b>Preliminary 2006-07 Title I Allocation</b>	<b>Max. Req. For School Choice &amp; And SES</b>	<b># Poverty Children from US Census</b>	<b>Max. Per-Child Exp. For SES</b>
ADAIR CO	\$973,325	\$194,665	773	\$1,259
ALLEN CO	\$738,475	\$147,695	635	\$1,163
ANCHORAGE IND	\$0	\$0	11	\$0
ANDERSON CO	\$394,563	\$78,913	430	\$918
ASHLAND IND	\$1,104,826	\$220,965	900	\$1,228
AUGUSTA IND	\$70,368	\$14,074	58	\$1,213
BALLARD CO	\$293,308	\$58,662	257	\$1,141
BARBOURVILLE IND	\$265,033	\$53,007	145	\$1,828
BARDSTOWN IND	\$591,231	\$118,246	514	\$1,150
BARREN CO	\$807,653	\$161,531	691	\$1,169
BATH CO	\$644,723	\$128,945	530	\$1,216
BEECHWOOD IND	\$36,019	\$7,204	17	\$2,119
BELL CO	\$1,683,802	\$336,760	1,085	\$1,552
BELLEVUE IND	\$223,320	\$44,664	194	\$1,151
BEREA IND	\$236,120	\$47,224	204	\$1,157
BOONE CO	\$1,527,455	\$305,491	1,514	\$1,009
BOURBON CO	\$460,087	\$92,017	402	\$1,144
BOWLING GREEN IND	\$1,128,949	\$225,790	893	\$1,264
BOYD CO	\$696,078	\$139,216	588	\$1,184
BOYLE CO	\$360,660	\$72,132	345	\$1,045
BRACKEN CO	\$189,696	\$37,939	171	\$1,109
BREATHITT CO	\$1,404,271	\$280,854	947	\$1,483
BRECKINRIDGE CO	\$738,367	\$147,673	633	\$1,166



<b>Financial Requirements for School Choice and Supplemental Educational Services (SES) 2006-07</b>				
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>
<b>District</b>	<b>Preliminary 2006-07 Title I Allocation</b>	<b>Max. Req. For School Choice &amp; And SES</b>	<b># Poverty Children from US Census</b>	<b>Max. Per-Child Exp. For SES</b>
BULLITT CO	\$1,498,694	\$299,739	1,516	\$989
BURGIN IND	\$37,641	\$7,528	36	\$1,046
BUTLER CO	\$604,409	\$120,882	517	\$1,169
CALDWELL CO	\$467,141	\$93,428	397	\$1,177
CALLOWAY CO	\$692,513	\$138,503	593	\$1,168
CAMPBELL CO	\$334,326	\$66,865	336	\$995
CAMPBELLSVILLE IND	\$702,124	\$140,425	455	\$1,543
CARLISLE CO	\$187,863	\$37,573	156	\$1,204
CARROLL CO	\$388,904	\$77,781	331	\$1,175
CARTER CO	\$1,672,555	\$334,511	1,304	\$1,283
CASEY CO	\$1,120,530	\$224,106	825	\$1,358
CAVERNA IND	\$336,073	\$67,215	261	\$1,288
CHRISTIAN CO	\$3,160,494	\$632,099	2,427	\$1,302
CLARK CO	\$1,178,969	\$235,794	1,023	\$1,152
CLAY CO	\$2,425,926	\$485,185	1,599	\$1,517
CLINTON CO	\$665,016	\$133,003	458	\$1,452
CLOVERPORT IND	\$78,385	\$15,677	60	\$1,306
CORBIN IND	\$441,541	\$88,308	376	\$1,174
COVINGTON IND	\$2,744,217	\$548,843	1,963	\$1,398
CRITTENDEN CO	\$431,321	\$86,264	364	\$1,185
CUMBERLAND CO	\$448,648	\$89,730	354	\$1,267
DANVILLE IND	\$498,357	\$99,671	411	\$1,213
DAVIESS CO	\$1,387,317	\$277,463	1,362	\$1,019
DAWSON SPRINGS IND	\$191,105	\$38,221	133	\$1,437
DAYTON IND	\$311,042	\$62,208	256	\$1,215
EAST BERNSTADT IND	\$98,735	\$19,747	68	\$1,452
EDMONSON CO	\$550,286	\$110,057	465	\$1,183
ELIZABETHTOWN IND	\$245,804	\$49,161	222	\$1,107
ELLIOTT CO	\$496,200	\$99,240	353	\$1,406
EMINENCE IND	\$105,619	\$21,124	87	\$1,214
ERLANGER-ELSMERE IND	\$369,389	\$73,878	384	\$962
ESTILL CO	\$956,846	\$191,369	758	\$1,262
FAIRVIEW IND	\$161,374	\$32,275	132	\$1,223
FAYETTE CO	\$8,400,790	\$1,680,158	6,286	\$1,336
FLEMING CO	\$730,243	\$146,049	599	\$1,219
FLOYD CO	\$3,045,743	\$609,149	2,271	\$1,341
FORT THOMAS IND	\$169,801	\$33,960	177	\$959
FRANKFORT IND	\$271,039	\$54,208	168	\$1,613
FRANKLIN CO	\$896,784	\$179,357	928	\$966
FULTON CO	\$334,017	\$66,803	248	\$1,347
FULTON IND	\$255,468	\$51,094	157	\$1,627
GALLATIN CO	\$348,598	\$69,720	316	\$1,103
GARRARD CO	\$586,362	\$117,272	521	\$1,125

<b>Financial Requirements for School Choice and Supplemental Educational Services (SES) 2006-07</b>				
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>
<b>District</b>	<b>Preliminary 2006-07 Title I Allocation</b>	<b>Max. Req. For School Choice &amp; And SES</b>	<b># Poverty Children from US Census</b>	<b>Max. Per-Child Exp. For SES</b>
GLASGOW IND	\$687,854	\$137,571	529	\$1,300
GRANT CO	\$827,139	\$165,428	717	\$1,154
GRAVES CO	\$898,550	\$179,710	807	\$1,113
GRAYSON CO	\$1,196,889	\$239,378	996	\$1,202
GREEN CO	\$525,359	\$105,072	436	\$1,205
GREENUP CO	\$969,058	\$193,812	815	\$1,189
HANCOCK CO	\$227,467	\$45,493	216	\$1,053
HARDIN CO	\$2,782,769	\$556,554	2,219	\$1,254
HARLAN CO	\$2,684,753	\$536,951	1,822	\$1,474
HARLAN IND	\$278,387	\$55,677	172	\$1,619
HARRISON CO	\$604,535	\$120,907	552	\$1,095
HARRODSBURG IND	\$309,223	\$61,845	263	\$1,176
HART CO	\$970,883	\$194,177	755	\$1,286
HAZARD IND	\$399,862	\$79,972	269	\$1,486
HENDERSON CO	\$1,576,228	\$315,246	1,360	\$1,159
HENRY CO	\$419,024	\$83,805	373	\$1,123
HICKMAN CO	\$206,665	\$41,333	169	\$1,223
HOPKINS CO	\$1,817,679	\$363,536	1,534	\$1,185
JACKSON CO	\$1,138,046	\$227,609	756	\$1,505
JACKSON IND	\$79,974	\$15,995	49	\$1,632
JEFFERSON CO	\$30,285,051	\$6,057,010	19,985	\$1,515
JENKINS IND	\$299,634	\$59,927	204	\$1,469
JESSAMINE CO	\$1,427,242	\$285,448	1,237	\$1,154
JOHNSON CO	\$1,183,193	\$236,639	932	\$1,270
KENTON CO	\$1,087,834	\$217,567	1,079	\$1,008
KNOTT CO	\$1,413,014	\$282,603	901	\$1,568
KNOX CO	\$2,744,406	\$548,881	1,863	\$1,473
LARUE CO	\$557,661	\$111,532	440	\$1,267
LAUREL CO	\$3,018,516	\$603,703	2,421	\$1,247
LAWRENCE CO	\$1,146,869	\$229,374	848	\$1,352
LEE CO	\$679,246	\$135,849	447	\$1,520
LESLIE CO	\$1,053,289	\$210,658	691	\$1,524
LETCHER CO	\$1,325,846	\$265,169	1,018	\$1,302
LEWIS CO	\$1,080,592	\$216,118	771	\$1,402
LINCOLN CO	\$1,272,665	\$254,533	1,044	\$1,219
LIVINGSTON CO	\$298,745	\$59,749	258	\$1,158
LOGAN CO	\$673,950	\$134,790	616	\$1,094
LUDLOW IND	\$257,157	\$51,431	217	\$1,185
LYON CO	\$176,709	\$35,342	152	\$1,163
MADISON CO	\$2,318,438	\$463,688	1,897	\$1,222
MAGOFFIN CO	\$1,404,357	\$280,871	902	\$1,557
MARION CO	\$745,592	\$149,118	664	\$1,123
MARSHALL CO	\$759,935	\$151,987	692	\$1,098

<b>Financial Requirements for School Choice and Supplemental Educational Services (SES) 2006-07</b>				
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>
<b>District</b>	<b>Preliminary 2006-07 Title I Allocation</b>	<b>Max. Req. For School Choice &amp; And SES</b>	<b># Poverty Children from US Census</b>	<b>Max. Per-Child Exp. For SES</b>
MARTIN CO	\$1,168,860	\$233,772	835	\$1,400
MASON CO	\$688,067	\$137,613	606	\$1,135
MAYFIELD IND	\$590,239	\$118,048	460	\$1,283
MCCRACKEN CO	\$1,233,834	\$246,767	1,057	\$1,167
MCCREARY CO	\$2,094,638	\$418,928	1,255	\$1,669
MCLEAN CO	\$364,798	\$72,960	316	\$1,154
MEADE CO	\$664,587	\$132,917	663	\$1,002
MENIFEE CO	\$473,822	\$94,764	355	\$1,335
MERCER CO	\$374,773	\$74,955	339	\$1,106
METCALFE CO	\$645,377	\$129,075	483	\$1,336
MIDDLESBORO IND	\$837,490	\$167,498	586	\$1,429
MONROE CO	\$705,339	\$141,068	534	\$1,321
MONTGOMERY CO	\$923,429	\$184,686	775	\$1,192
MONTICELLO IND	\$457,223	\$91,445	287	\$1,593
MORGAN CO	\$926,808	\$185,362	676	\$1,371
MUHLENBERG CO	\$1,385,807	\$277,161	1,194	\$1,161
MURRAY IND	\$261,448	\$52,290	226	\$1,157
NELSON CO	\$596,702	\$119,340	589	\$1,013
NEWPORT IND	\$1,124,475	\$224,895	885	\$1,271
NICHOLAS CO	\$271,212	\$54,242	225	\$1,205
OHIO CO	\$1,005,658	\$201,132	881	\$1,141
OLDHAM CO	\$537,510	\$107,502	584	\$920
OWEN CO	\$450,803	\$90,161	392	\$1,150
OWENSBORO IND	\$1,636,528	\$327,306	1,275	\$1,284
OWSLEY CO	\$671,944	\$134,389	363	\$1,851
PADUCAH IND	\$1,593,022	\$318,604	1,166	\$1,366
PAINTSVILLE IND	\$272,013	\$54,403	197	\$1,381
PARIS IND	\$275,572	\$55,114	223	\$1,236
PENDLETON CO	\$500,907	\$100,181	462	\$1,084
PERRY CO	\$2,021,002	\$404,200	1,317	\$1,535
PIKE CO	\$3,215,362	\$643,072	2,654	\$1,212
PIKEVILLE IND	\$358,677	\$71,735	284	\$1,263
PINEVILLE IND	\$292,633	\$58,527	152	\$1,925
POWELL CO	\$920,236	\$184,047	727	\$1,266
PROVIDENCE IND	\$215,940	\$43,188	158	\$1,367
PULASKI CO	\$2,182,130	\$436,426	1,798	\$1,214
RACELAND IND	\$140,101	\$28,020	124	\$1,130
ROBERTSON CO	\$125,352	\$25,070	94	\$1,334
ROCKCASTLE CO	\$942,095	\$188,419	746	\$1,263
ROWAN CO	\$825,994	\$165,199	684	\$1,208
RUSSELL CO	\$961,832	\$192,366	744	\$1,293
RUSSELL IND	\$253,412	\$50,682	271	\$935
RUSSELLVILLE IND	\$493,531	\$98,706	344	\$1,435

<b>Financial Requirements for School Choice and Supplemental Educational Services (SES) 2006-07</b>				
<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>
<b>District</b>	<b>Preliminary 2006-07 Title I Allocation</b>	<b>Max. Req. For School Choice &amp; And SES</b>	<b># Poverty Children from US Census</b>	<b>Max. Per-Child Exp. For SES</b>
SCIENCE HILL IND	\$65,649	\$13,130	50	\$1,313
SCOTT CO	\$916,823	\$183,365	877	\$1,045
SHELBY CO	\$797,151	\$159,430	815	\$978
SILVER GROVE IND	\$40,339	\$8,068	38	\$1,062
SIMPSON CO	\$619,953	\$123,991	534	\$1,161
SOMERSET IND	\$437,966	\$87,593	352	\$1,244
SOUTHGATE IND	\$18,477	\$3,695	23	\$803
SPENCER CO	\$279,866	\$55,973	275	\$1,018
TAYLOR CO	\$369,360	\$73,872	371	\$996
TODD CO	\$606,025	\$121,205	507	\$1,195
TRIGG CO	\$384,593	\$76,919	349	\$1,102
TRIMBLE CO	\$303,501	\$60,700	279	\$1,088
UNION CO	\$524,490	\$104,898	480	\$1,093
WALTON VERONA IND	\$107,955	\$21,591	65	\$1,661
WARREN CO	\$2,354,609	\$470,922	1,974	\$1,193
WASHINGTON CO	\$388,008	\$77,602	352	\$1,102
WAYNE CO	\$1,047,914	\$209,583	828	\$1,266
WEBSTER CO	\$301,175	\$60,235	278	\$1,083
WEST POINT IND	\$83,265	\$16,653	57	\$1,461
WHITLEY CO	\$2,269,908	\$453,982	1,525	\$1,488
WILLIAMSBURG IND	\$537,284	\$107,457	301	\$1,785
WILLIAMSTOWN IND	\$107,776	\$21,555	90	\$1,198
WOLFE CO	\$895,089	\$179,018	541	\$1,655
WOODFORD CO	\$446,707	\$89,341	488	\$915

### **Title I School Improvement Funds for 2006-07**

Kentucky must reserve 4% of its total Title I, Part A allocation for school improvement; 95% of the 4% must be allocated to districts that have Title I schools in need of improvement, corrective action, or restructuring. Tier 1 and Tier 2 schools are identified for improvement; Tier 3 schools are identified for corrective action, and Tier 4 and Tier 5 schools are identified for restructuring.

#### **Use of Title I School Improvement Funds**

1. Each district receiving Title I school improvement funds must ensure that each Title I school identified for improvement, corrective action, or restructuring is provided the resources necessary to meet its goals outlined in the comprehensive school improvement plan.
2. More specifically, the district may use the funding to meet school improvement requirements, including the student transfer option and supplemental educational services.
3. The district must use the funds for school improvement activities at the identified schools, including strategies to eliminate the achievement gap in subpopulations of economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

4. The use of funds should be based on recommendations in the scholastic audit, review, or self-study for the identified schools. The district may require the identified school to undergo a self-study directed by the district.
5. The district may require that the identified school implement a comprehensive school reform model as a part of its school improvement plan. Adopting a comprehensive reform model can be an effective strategy, especially if the school in improvement is in search of an external structure and technical assistance that will help it identify and address organizational and instructional issues. However, a model alone cannot address all of the identified needs of a school and cannot substitute for a coherent plan for systemic change.
6. If there is more than one identified school in the district, the district may combine the funds to be used for the identified schools. The district should retain control of the funds to ensure that the most effective school improvement strategies are being implemented.
7. The district should collaborate with school councils and staffs to ensure buy-in and reform at the school level. Final decisions on expenditures are made at the district level.
8. Funds may **not** be used for administrative costs because the district administers school improvement as a part of Title I. Indirect costs may **not** be charged toward the grant. A district may **not** count administrative costs incurred in providing transportation for the option to transfer or supplemental educational services toward the 20 percent requirements.

### Other Information about Title I School Improvement Funds

1. **Award Notification** – Each district with Title I schools identified for improvement, corrective action or restructuring receives an Award Notification with the allocation for the 2006-07 school year. The Title I school improvement funds are available from July 1, 2006 – September 30, 2008. However, funds should be expended during the 2006-07 school year, including summer activities. Costs for supplemental educational services and transportation for the option to transfer should be the priority for Title I school improvement funds.
2. **Method of Payment** – MUNIS expenditure reports are submitted quarterly. The first expenditure report serves as the budget for Title I school improvement funds. Cash draw-downs are made on the federal cash request form. The MUNIS Project Number is 3207 for the Title I school improvement funds for 2006-07.

### Resources about School Improvement

1. For questions about **adequate yearly progress (AYP)**, contact the KDE Division of Assessment Support at (502) 564-4394.
2. For questions about the **consequences of school improvement**, contact the KDE Division of Federal Programs and Instructional Equity at (502) 564-3791.
3. For information about **supplemental educational services (SES) in Kentucky** including the approved provider list and a toolkit about SES with sample letters, agreement, etc., refer to the Kentucky Department of Education's website at <http://www.education.ky.gov/>. In the Search box, type in SES to find the page on supplemental educational services.
4. For the book series on **implementation of school choice and SES**, refer to the U.S. Department of Education's website at <http://www.ed.gov/about/pubs/intro/innovations.html>
5. For an online **toolkit about school choice** refer to [www.buidlingchoice.org](http://www.buidlingchoice.org)
6. For the **SES in Action Toolkit** developed by the Supplemental Education Services Quality Center to help parents and community leaders understand SES, call 1-866-544-8686 or send an email to [tutorsforkids@air.org](mailto:tutorsforkids@air.org) to order a free copy. For a PDF version of the *Toolkit*, refer to <http://www.tutorsforkids.org/ToolkitDownload2.asp>

7. For information about **school improvement**, refer to The Center for Comprehensive School Reform and Improvement's website at [www.centerforcsri.org](http://www.centerforcsri.org).
8. For information about **closing achievement gaps**, refer to The Education Trust's website at <http://www2.edtrust.org/edtrust/>.
9. For information about **self-assessment and continuous improvement activities tools**, refer to WestEd's website at <http://www.wested.org/cs/we/view/pj/204>
10. To assist teachers, administrators, schools, and parents with **mathematics**, the National Council of Teachers of Mathematics (NCTM) offers a collection of resources available at <http://www.nctm.org/TitleI/>
11. For information about **school improvement efforts at the district level**, refer to the Support for School Improvement, the free monthly e-newsletter of the CCSSO Consortium for School Improvement (CSI). The PDF version of the newsletter is available at [http://www.ccsso.org/whats\\_new/newsletters/Support\\_for\\_School\\_Improvement/index.cfm](http://www.ccsso.org/whats_new/newsletters/Support_for_School_Improvement/index.cfm)
12. For guidance in selecting **alternative forms of governance and restructuring**, refer to Dennis Fox's *Look Before You Leap: Responding Effectively to Program Improvement Year 4 Requirements* at [www.bayregionssc.org/docs/look\\_before\\_you\\_leap.pdf](http://www.bayregionssc.org/docs/look_before_you_leap.pdf)
13. For findings about the most **commonly employed school improvement strategies**, refer to the Center on Education Policy's *From the Capital to the Classroom: Year 4 of the No Child Left Behind Act* at <http://www.cep-dc.org/nclb/Year4/CEP-NCLB-Report-4.pdf>